



Perceptions of English Language teachers and learners on the educational affordances and challenges of Artificial Intelligence in language classrooms

Christine Faith F. Cabacungan*¹, Shara Joy P. Constantinopla²

^{1, 2} University of Southern Mindanao – Kidapawan City Campus

*Corresponding Author e-mail: cffcabacungan@usm.edu.ph

Received: 30 March 2026

Revised: 07 April 2026; 09 June 2026; 14 June 2026;
20 June 2026; 21 June 2026

Accepted: 27 June 2026

Available Online: 28 June 2026

Volume 1 (2026), Issue 2, P-ISSN – 3116-4374; E-ISSN - 3116-4382

<https://doi.org/10.63498/ijlestr9>

Abstract

Aim: This study aimed to determine the perceptions of English language teachers and learners regarding the educational affordances and challenges of Artificial Intelligence (AI) in language classrooms, particularly in the teaching and learning of the macro skills of speaking, reading, and writing.

Methodology: The study employed a descriptive-comparative quantitative research design. Sixty (60) respondents from three public high schools in Kidapawan City, namely Sanieel Cruz National High School, Manongol National High School, and Spottswood National High School, participated in the study. Data were collected using a validated survey questionnaire and analyzed through frequency count, mode, and the Mann-Whitney U test.

Results: Findings revealed that both teachers and learners demonstrated moderately positive perceptions of AI's educational affordances, particularly in enhancing feedback mechanisms, supporting personalized instruction, and promoting autonomous learning. Perceived challenges were generally minimal and were mainly associated with accuracy, accessibility, and ethical concerns. Furthermore, the Mann-Whitney U test showed no significant difference between teachers' and learners' perceptions regarding AI affordances ($U = 341.5$, $p = .950$) and challenges ($U = 365.0$, $p = .632$), indicating a shared perspective on AI integration in English language education.

Conclusion: The study concludes that AI is perceived as a valuable pedagogical support tool that can complement, but not replace, human instruction in language classrooms. The findings highlight the importance of institutional training, digital literacy development, and ethical policy frameworks to ensure the responsible and effective integration of AI in English language teaching and learning.

Keywords: *artificial intelligence, English language teaching, educational affordances, educational challenges, macro skills*

INTRODUCTION

Beyond its pedagogical functions, Artificial Intelligence (AI) is increasingly recognized as an agent that actively shapes language use and discourse patterns in educational settings. AI tools do not merely deliver content; they mediate how learners construct, interpret, and produce language. Studies have highlighted that AI is reshaping language learning by influencing how learners engage with writing, speaking, feedback, and instructional support, raising important pedagogical questions regarding language development in AI-assisted learning environments (Crompton et al., 2024; Ouyang & Jiao, 2021). Understanding how AI reshapes language use and discourse is therefore as critical as understanding its instructional affordances.

The integration of AI tools in English language classrooms carries significant implications for discourse practices. AI-mediated interaction reshapes classroom talk, shifting discourse patterns from purely teacher-led exchanges to more learner-initiated communicative episodes. Ouyang and Jiao (2021) argued that AI is transforming educational interaction by supporting learner-centered, collaborative, and adaptive learning experiences through human-AI collaboration.

The growing use of AI in language classrooms has also given rise to distinctive AI-mediated communication behaviors among learners. Unlike traditional classroom interaction, AI-supported language learning involves distinctive patterns of human-AI interaction, with learners' engagement and learning experiences influenced by how they perceive



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

and interact with AI systems (Wang et al., 2022; Wang et al., 2022). These behavioral shifts suggest that AI interaction does not simply replicate human communicative exchange; it produces qualitatively different communicative experiences that have implications for how language skills are practiced and internalized.

According to Hong (2023), ChatGPT has the potential to enhance foreign language education by supporting learners' writing, language practice, and individualized learning experiences while offering new opportunities for teaching and educational research. Moreover, Michel-Villarréal et al. (2023) emphasized that generative AI has the potential to transform higher education through personalized learning, intelligent tutoring, and automated content generation, provided that ethical considerations and responsible implementation are addressed. In a study evaluating ChatGPT, Barrot (2023) discussed the potential of ChatGPT to support second language writing through idea generation, drafting assistance, and language refinement while cautioning against overreliance and ethical concerns.

These developments are particularly significant when viewed through established communication competence frameworks. Communication competence extends beyond grammatical accuracy to encompass discourse competence, sociolinguistic competence, and strategic competence - dimensions that require learners to navigate real-world communicative situations effectively (Crompton & Burke, 2023). AI tools afford learners opportunities to develop not only linguistic accuracy but also strategic competence through self-correction, feedback processing, and independent language exploration. As AI tools increasingly serve as interlocutors and feedback providers, it becomes essential to examine whether and how they support the full spectrum of communication competence, particularly in contexts where learners have limited access to authentic human interaction in the target language.

Findings from a Philippine study by Ulla et al. (2024) indicated that university language teachers recognized the potential of generative AI, particularly ChatGPT, to support more inclusive, learner-centered, and accessible language instruction when integrated thoughtfully and guided by sound pedagogical practices. In addition, a locally conducted study by Clorion et al. (2025) stated that learning with technology offers numerous advantages that support learners throughout the educational process. The Philippines' Secretary of Education, Sonny Angara, acknowledged the benefits of AI for both students and teachers, noting its utility in assisting with research and streamlining lesson preparation and delivery (Marcelo, 2024). Moreover, Secretary Angara emphasized that the Department of Education (DepEd) may soon establish policy guidelines regarding the extent and limitations of AI usage in schools.

A critical concern in AI-assisted language learning, however, is its implication for authentic language production. While AI tools provide learners with immediate feedback and opportunities to support the writing process, excessive reliance on AI-generated content may reduce learners' independent writing, critical thinking, and ownership of language production (Barrot, 2023). Authentic language production is defined as the ability to generate linguistically appropriate, socially situated, and communicatively purposeful language. This process requires exposure to genuine human discourse, a dimension that AI-mediated interaction may not fully replicate.

Previous reviews have generally focused on specific AI technologies in English language learning, such as teachable agents (Baranwal, 2022), while broader reviews have examined AI-supported language learning across multiple languages and educational contexts rather than concentrating exclusively on English language education (Yang & Kyun, 2022). As education continues to lean toward technology-driven approaches, particularly with the incorporation of AI, much of the existing literature either generalizes its impact or focuses on isolated skills or tools. There remains a noticeable gap in studies that comprehensively explore how AI offers affordances or challenges to the teaching and learning of core English language macro skills: reading, writing, and speaking.

The use of AI in language education raises important pedagogical and ethical considerations, including questions about responsible implementation, learner support, and the role of educators in AI-assisted learning (Crompton & Burke, 2023). Ensuring that AI-assisted instruction supports intercultural communicative competence is therefore essential for preparing learners for real-world, cross-cultural communication.

Furthermore, limited studies have examined and compared the perceptions of both English language teachers and learners regarding AI's educational affordances and challenges in these skill areas. This study therefore situates its investigation not only within pedagogical frameworks but also within the broader sociolinguistic and discourse-oriented realities of AI-mediated language learning, addressing a gap in research that cuts across linguistics, communication studies, and English language education.

Review of Related Literature and Studies

Artificial Intelligence (AI) in English Language Teaching and Learning

Artificial Intelligence (AI) is transforming education, changing how knowledge is processed, accessed, and delivered. AI is actively altering classroom dynamics by managing repetitive administrative chores, evaluating student data, and proposing individualized learning experiences; it is no longer a concept confined to the future.



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

Riasati et al. (2012) emphasized that technology has contributed to the shift from teacher-centered to learner-centered approaches by promoting learner autonomy, participation, and active engagement in the learning process.

According to Cao (2023), artificial intelligence is a wide and varied field that has evolved over time, driven by advancements in historical and philosophical perspectives that promote its theoretical and practical applications. As stated by Popenici and Kerr (2017), artificial intelligence refers to computer systems capable of performing tasks that normally require human intelligence, including learning, reasoning, adapting, and processing information. AI has a fundamental impact on education by improving how students learn, process information, perceive ideas, and make critical judgments. By applying AI technologies, learning can be constantly monitored, allowing for immediate feedback and personalized instructional policies.

The Use of AI in Teaching Speaking in English Language Classrooms

According to Long (1996), classroom interactions with teachers and more proficient peers provide opportunities for learners to negotiate meaning, facilitating the processing of comprehensible input and supporting second language development. However, English as a Foreign Language (EFL) teachers often face challenges in encouraging active classroom participation, as learners' willingness to communicate is influenced by factors such as anxiety, confidence, motivation, and the classroom environment (Zulkepli & Hussin, 2021).

Furthermore, Wan and Moorhouse (2024) suggested that GenAI chatbots can function as conversation partners, tutors, and speaking examiners, offering learners meaningful opportunities for contextualized speaking practice and interaction.

The Use of AI in Learning Speaking in English Language Classrooms

Wang et al. (2024) found that avatar-based conversational AI chatbots provided richer speaking practice by combining verbal interaction with visual and auditory cues, creating a more immersive and interactive learning experience for EFL learners. Their study found that the use of generative AI with human-like avatar qualities in EFL speaking spaces significantly enhances learners' willingness to communicate and their self-perceived communication competence. AI-assisted tools offer EFL learners who are anxious about speaking opportunities to practice spoken English in a low-anxiety environment. Conversational agents have been found to increase learners' willingness to communicate by reducing communication apprehension and encouraging oral recitation (Ayedoun et al., 2015).

Moreover, Huang and Zou (2024) found that EFL learners with a greater willingness to communicate with AI perceived AI as more effective in enhancing their English-speaking skills. The study also showed that learners' enjoyment and innovativeness positively influenced their willingness to communicate with AI and their perceptions of its effectiveness in supporting English-speaking development.

The Use of AI in Teaching Reading in English Language Classrooms

Lin et al. (2025) conducted a study in which Gen-AI was integrated into the pre-reading scaffolding in EFL reading contexts. The study states that integration of AI enhances both the cognitive and affective outcomes. Findings strengthened the potential of AI-based instructional materials to provide scalable, interactive, and learner-centered support for reading development.

The Use of AI in Learning Reading in English Language Classrooms

Research by Tram et al. (2024) reported that EFL learners used ChatGPT to support reading-related learning activities by obtaining explanations, summaries, and language assistance that facilitated independent English learning. A related study by Liu et al. (2024) found that engaging students in training a teachable Question and Answer chatbot significantly enhanced their reading interest, engagement, and learning performance, highlighting the potential of AI-supported learning environments to foster active participation in reading activities.

The Use of AI in Teaching Writing in English Language Classrooms

Beyond generating coherent and grammatically accurate texts, Chat Generative Pre-trained Transformer (ChatGPT) has been shown to assist learners throughout the writing process by facilitating idea generation, outline development, drafting, revision, and formative feedback, thereby supporting the development of academic writing skills (Barrot, 2023; Imran & Almusharraf, 2023; Song & Song, 2023). Conversely, a study by Yan (2023) highlighted that although ChatGPT offers substantial support for L2 writing, its use also raises concerns regarding academic integrity, educational equity, and the need for clear pedagogical guidance to ensure its responsible use.

Locally conducted research by Ulla et al. (2024) explored the integration of ChatGPT into language education within Philippine Higher Education Institutions (HEIs) from a critical language pedagogy perspective. Educators



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

generally expressed positive views toward integrating GenAI into language teaching, highlighting its potential to support personalized learning, provide timely feedback, and enhance learner engagement. However, despite their positive outlook, they also recognized its downsides, particularly concerns about plagiarism, leading to a call for strict ethical standards to maintain academic integrity.

Department of Education's E-CAIR and the Use of AI in Education

In February 2025, the Department of Education (DepEd) authorized the Education Center for Artificial Intelligence Research (E-CAIR), a national initiative that aims to integrate artificial intelligence into the Philippine basic education system (DepEd, 2025). The center is designed to explore and develop AI-driven solutions to improve teaching, learning, and administrative processes. Its current focus areas include AI-based school data mapping, automated test generation, and inclusive education tools—including the SABAY project, which uses AI to assist in the early identification of learners with disabilities (Hernando-Malipot, 2025).

E-CAIR's establishment demonstrates the Department of Education's dedication to data-driven and technology-specific educational improvements. In the context of language education, E-CAIR's research may provide AI tools that simplify tailored education, flexible assessment, and personalized language learning support; however, effective implementation depends heavily on teachers' readiness, learners' digital literacy, and the structural limitations present in many public schools.

Research Gap Synthesis

Existing literature consistently affirms AI's pedagogical value in English language teaching and learning, particularly in supporting speaking interaction, reading comprehension, and writing development (Barrot, 2023). However, several gaps and challenges remain unsolved. While studies acknowledge ChatGPT's potential to support writing and enhance learners' writing performance, concerns persist regarding the accuracy of AI-generated feedback, learners' over-reliance on the technology, academic integrity, and the possible reduction of critical thinking and independent writing skills (Imran & Almusharraf, 2023).

Furthermore, most existing research focuses either on teachers or learners in isolation, leaving a gap in comparative studies that examine both groups simultaneously. The majority of reviewed studies were also conducted in international contexts, with limited representation of Philippine educational settings where infrastructural, linguistic, and institutional factors uniquely shape AI integration. The present study directly addresses these gaps by comparatively examining the perceptions of both English language teachers and learners on the affordances and challenges of AI across the macro skills within the specific context of public secondary schools in Kidapawan City, Philippines.

Theoretical Framework

This study was anchored in Gibson's (1979) Affordance Theory, which describes affordances as the action possibilities that a tool or environment offers relative to its users' capabilities. Although originally rooted in ecological psychology, the concept has been widely applied in educational technology to explain how the characteristics of digital technologies create opportunities for and constraints on learning (Dalgarno & Lee, 2009). More recently, researchers have examined how conversational generative AI supports EFL speaking by influencing learners' willingness to communicate, speaking anxiety, and self-perceived communicative competence (Wang et al., 2024). Applied to this study, AI tools were viewed as affording or limiting language teaching and learning opportunities depending on teachers' and learners' perceptions and digital literacy.

Complementing this, Vygotsky's (1978) Sociocultural Theory frames learning as a socially mediated process in which cognitive development is supported through interaction with others and the use of cultural tools. Central to this theory is the Zone of Proximal Development (ZPD), which describes the difference between what learners can accomplish independently and what they can achieve with appropriate guidance. In AI-supported learning environments, recent research suggests that AI can provide adaptive guidance, personalized feedback, and scaffolding that support learners' cognitive development (Ouyang & Jiao, 2021). Accordingly, this study viewed AI as a mediating tool that may support learners' development in speaking, reading, and writing.



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

Conceptual Framework

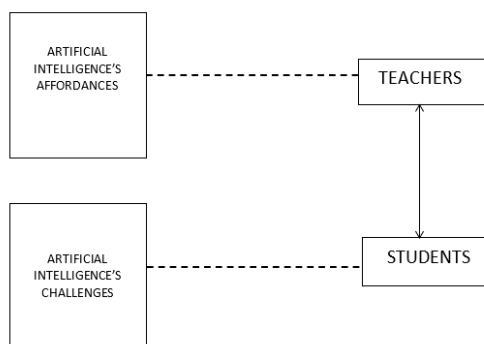


Figure 1.

Conceptual Framework on the perceived affordances and challenges of AI in teaching and learning the macro skills

The conceptual framework of this research represents the perceived affordances and challenges of Artificial Intelligence (AI) in the development of macro skills in English language education. The two main categories—affordances and challenges—show the dual impact of AI integration as experienced by both teachers and students. Affordances pertain to the potential benefits and enhancements AI provides in facilitating language learning, while challenges refer to the difficulties and limitations encountered in its use.

In terms of variable structure, this study treats AI integration as the independent variable, operationalized through teachers' and learners' reported use of AI tools in language classrooms. The perceived affordances and challenges across the macro skills of speaking, reading, and writing serve as the dependent variables, as they are directly shaped by how AI is integrated and experienced within specific instructional contexts. The profile of the respondents, including their role as either teacher or learner, functions as a moderating variable that influences how affordances and challenges are perceived.

The framework flows analytically in three stages. First, AI integration enters the English language classroom and interacts with both teachers and learners in the teaching and learning of the macro skills. Second, this interaction produces two categories of perceived outcomes: affordances, which include benefits such as personalized feedback, autonomous practice, and enhanced engagement; and challenges, which include concerns related to accuracy, academic integrity, digital literacy, and over-reliance. Third, the perceptions of teachers and learners are compared to determine whether significant differences exist between the two groups, with the findings ultimately informing recommendations for institutional policy, pedagogical practice, and AI literacy development in Philippine public secondary schools.

This framework is anchored in Gibson's (1979) Affordance Theory, which explains how AI tools offer differential action possibilities depending on the user's capabilities and contexts, and Vygotsky's (1978) Sociocultural Theory, through which AI is conceptualized as a mediating tool that can scaffold the development of language macro skills through social and instructional interaction.

Statement of the Problem

Despite the growing body of literature on Artificial Intelligence (AI) in education, existing studies have largely generalized AI's impact across academic disciplines or focused only on isolated language skills. Limited research comprehensively examines how AI simultaneously affords and challenges the teaching and learning of the English language macro skills of speaking, reading, and writing. This gap is particularly evident in Philippine public secondary school settings, where the readiness of both teachers and learners to integrate AI into English language classrooms and communication-based instruction remains underexplored.

Moreover, there is limited evidence regarding how English language teachers and learners perceive the educational affordances and challenges of AI in supporting communication competence, language interaction, and language learning processes. Understanding these perceptions is essential in developing pedagogically sound, ethically guided, and contextually appropriate AI integration in English language education. Thus, this study seeks to determine and compare the perceptions of English language teachers and learners regarding the educational affordances and challenges of AI in teaching and learning the macro skills, as well as the implications of these perceptions for language pedagogy, communication competence, and institutional policy development.



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

General Objective

The general objective of this study was to determine the perceptions of English language teachers and learners regarding the educational affordances and challenges of Artificial Intelligence (AI) in language classrooms.

Specific Objectives

The study aimed to:

1. Determine the educational affordances of AI in teaching the macro skills as perceived by English language teachers;
2. Determine the educational challenges of AI in teaching the macro skills as perceived by English language teachers;
3. Determine the educational affordances of AI in learning the macro skills as perceived by language learners;
4. Determine the educational challenges of AI in learning the macro skills as perceived by language learners; and
5. Compare the perceptions of English language teachers and learners regarding the educational affordances and challenges of AI in teaching and learning the macro skills.

Research Questions

1. What are the educational affordances of Artificial Intelligence (AI) in teaching the macro skills as perceived by English language teachers?
2. What are the educational challenges of Artificial Intelligence (AI) in teaching the macro skills as perceived by English language teachers?
3. What are the educational affordances of Artificial Intelligence (AI) in learning the macro skills as perceived by language learners?
4. What are the educational challenges of Artificial Intelligence (AI) in learning the macro skills as perceived by language learners?
5. Is there a significant difference between the perceptions of English language teachers and learners regarding the educational affordances and challenges of AI in teaching and learning the macro skills?

Hypothesis

H₀: There is no significant difference between the perceptions of English language teachers and learners regarding the educational affordances and challenges of Artificial Intelligence (AI) in English language classrooms.

METHODOLOGY

Research Design

The study employed a descriptive-comparative quantitative research design to examine the perceptions of English language teachers and learners regarding the educational affordances and challenges of AI in communication-oriented language classrooms. This design was particularly appropriate for language and communication research, as it enables the systematic description of current experiences, attitudes, and perceptions related to language pedagogy, AI-mediated communication practices, and communicative competence development without manipulating variables.

The comparative dimension of the design further allows for a meaningful analysis of how AI-supported language instruction is perceived differently across teacher and learner groups, generating insights relevant to both language learning theory and pedagogical practice in AI-integrated educational settings. As Siedlecki (2019) noted, descriptive research is ideal when examining the 'what' of a certain phenomenon, and comparative descriptive research enables researchers to examine differences in characteristics among population subgroups.

Population and Sampling

The population of this study comprised English language teachers and Senior High School learners (Grades 11-12) from three public secondary schools in Kidapawan City, namely Sanial Cruz National High School, Spottswood National High School, and Manongol National High School. A total of sixty (60) respondents participated in the study during the School Year 2025-2026, consisting of forty-five (45) Senior High School learners and fifteen (15) English language teachers. From each school, fifteen (15) student respondents and five (5) teacher respondents were included.

Purposive sampling was employed in the selection of teacher respondents, as only English language teachers actively handling Senior High School classes in the identified schools were considered eligible, ensuring that all teacher



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

participants possessed direct, relevant experience with AI integration in language instruction. For the learner respondents, convenience sampling was employed, wherein available Senior High School students (Grades 11-12) from the identified schools who consented to participate were included. Learners were selected to represent varied academic backgrounds and grade levels within the Senior High School program, allowing for a broader range of perspectives on the use of artificial intelligence in English language learning.

Research Instruments

The researcher utilized a standardized survey questionnaire to collect data. The questionnaire was designed to measure two major constructs for both learners and teachers: Affordances and Challenges associated with the use of AI in language classrooms. The constructs of the instrument were developed and adapted based on conceptual frameworks and findings reported in previous studies on AI applications in education, including systematic reviews and empirical investigations (Michel-Villareal et al., 2023; Zawacki-Richter et al., 2019; Crompton & Burke, 2023; Liu et al., 2024; Okonkwo & Ade-Ibijola, 2021). Minor modifications were made to contextualize the items according to the current research setting in language education.

The survey questionnaire consisted of two parallel forms - one for teachers and one for learners - each containing 15 items, for a total of 30 items across both instruments. Both forms were organized around two major constructs: Affordances, which captured perceived benefits of AI in supporting language teaching and learning, and Challenges, which captured perceived difficulties and limitations in its use. Items addressed AI integration across the three macro skills of speaking, reading, and writing. Responses were measured using a five-point Likert scale with the following descriptors: 5 - *Strongly Agree*, 4 - *Agree*, 3 - *Neutral*, 2 - *Disagree*, and 1 - *Strongly Disagree*. Scale interpretation followed this range: 4.50-5.00 = Strongly Agree; 3.50-4.49 = Agree; 2.50-3.49 = Neutral; 1.50-2.49 = Disagree; and 1.00-1.49 = Strongly Disagree.

Prior to administration, the survey questionnaire underwent content validation to ensure that the items accurately and comprehensively measured the intended constructs. The instrument was submitted to a panel of expert validators composed of English language education specialists and experienced researchers familiar with AI integration in pedagogical contexts. Validators assessed the questionnaire items for content relevance, clarity, and alignment with the study's objectives using a validation form. Based on the feedback received, minor revisions were made to item wording and construct alignment to better reflect the language pedagogy and communication research context of the study. The revised instrument was then pilot tested with a small group of respondents not included in the final sample to assess item clarity and response consistency prior to full administration.

Reliability Testing

To test the reliability of the instrument, the collected data were analyzed using the JASP (Jeffreys's Amazing Statistics Program) statistical software (v. 0.95.3), and the Cronbach's alpha (α) coefficient was computed to determine the internal consistency of each subscale. The results indicated high reliability across all constructs: $\alpha = 0.907$ for Learners' Affordances, $\alpha = 0.890$ for Learners' Challenges, $\alpha = 0.938$ for Teachers' Affordances, and $\alpha = 0.894$ for Teachers' Challenges. According to reliability standards, these values above 0.80 signify good to excellent internal consistency, confirming that the items consistently measured the intended constructs across all four subscales.

Data Collection

Data collection was conducted during the first semester of School Year 2025-2026. The researcher prepared copies of the survey questionnaire and a letter of permission to collect data from the aforementioned institutions, which was submitted to the Dean of the College of Education, Arts, and Sciences (CEAS) of the University of Southern Mindanao-Kidapawan City Campus. The same letter was addressed to the Schools Division Superintendent and the Principals of Saniel Cruz National High School, Spottswood National High School, and Manongol National High School, requesting permission to collect data from forty-five (45) Senior High School learners and fifteen (15) English language teachers. Afterward, the researcher personally distributed the survey questionnaires to the selected institutions. The data gathered were then tallied, analyzed, and interpreted.

Data Analysis

The data gathered were analyzed through weighted mode and frequency distribution to determine respondents' levels of perceived AI affordances and challenges in teaching and learning the English macro skills. These statistical measures provided a systematic basis for interpreting language learning perceptions and communication-related affordances as reported by both teacher and learner groups.



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

Furthermore, the researcher employed the Mann-Whitney U test to compare perceptions of English language teachers and learners on AI-assisted language pedagogy, including its affordances and challenges across speaking, reading, and writing. This non-parametric test was deemed appropriate because the study utilized ordinal data derived from a five-point Likert scale, which does not meet the assumption of normality required for parametric tests such as the independent t-test. Additionally, the two groups - teachers (n=15) and learners (n=45) - are independent samples with unequal sizes, conditions under which the Mann-Whitney U test is specifically recommended. The following scale was used to interpret respondents' levels of perceived affordances and challenges of AI in language classrooms:

Table 1

Scale Range and Descriptive Interpretation of Responses

Scale Range	Descriptive Interpretation
4.50-5.00	Strongly Agree
3.50-4.49	Agree
2.50-3.49	Neutral
1.50-2.49	Disagree
1.00-1.49	Strongly Disagree

Ethical Considerations

Ethical standards were strictly observed throughout the conduct of the study. Approval to conduct the research was obtained from the Research Ethics Committee, the College Dean, and the Schools Division Office prior to data collection. Given that some of the learner respondents were Senior High School students aged 17 and below, an Assent Form was secured from all minor participants prior to the administration of the survey questionnaire. The assent form provided participants with key information about the study, including its purpose, their expected role, potential risks and benefits, and their right to withdraw at any time without penalty. Participants were given the opportunity to ask questions before signing, ensuring that their agreement to participate was fully informed and voluntary. Confidentiality of respondents' identities and data was strictly maintained throughout the study. All information collected was used solely for academic and research purposes, and no personally identifying information was disclosed in the reporting of results.

RESULTS and DISCUSSION

This chapter presents the results and discussion of the data gathered from the respondents. The findings are presented in appropriate tables with corresponding interpretations based on the objectives of the study.

Table 2

Affordances of AI as perceived by Language Teachers in teaching the macro skills

Affordances of Teachers	Frequency	Percent	Valid Percent	Cumulative Percent	Mode
1	3	20.0	20.0	20.0	
2	2	13.3	13.3	13.3	
3	5	33.3	33.3	33.3	3
4	3	20.0	20.0	20.0	
5	2	13.3	13.3	13.3	
Total	15	100.0	100.0		

Artificial intelligence has become increasingly embedded in English language teaching, offering teachers a range of instructional benefits that support speaking, reading, and writing development. In the present study, the descriptive results revealed that the overall mode of 3 (Neutral) indicates that teachers held moderately positive yet cautious perceptions toward the affordances of AI. The frequency distribution showed that 33.3% of responses fell under "Neutral", followed by 20% each under "Strongly Disagree" and "Agree," and "Strongly Agree." This distribution



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

suggests that while teachers recognize AI's instructional potential, a substantial proportion remains uncertain about its reliability, accuracy, and contextual applicability within Filipino language classrooms. These findings align with the broader literature reflecting both eagerness and caution toward AI integration. Campillo-Ferrer et al. (2025) emphasized AI's ability to facilitate academic tasks through real-time support, while Daher and Hussein (2024) found that students perceived GenAI tools as improving learning efficiency and expressed a strong intention to continue using them, while higher AI knowledge was associated with more positive perceptions of efficiency, interaction, and effect.

In speaking instruction, teachers observed AI's strengths and limitations in developing communicative competence. Many teachers expressed only moderate agreement that AI tools help improve pronunciation and fluency, suggesting that although teachers recognize AI's potential to support speaking instruction, they remain cautious about its effectiveness in authentic communicative contexts. From a sociocultural perspective, this finding reflects Vygotsky's (1978) notion of mediated learning. AI may serve as a mediating tool that supports pronunciation practice; however, meaningful human interaction remains important for developing richer communicative competence. Teachers also expressed mixed views on whether AI can create engaging speaking activities; while AI-generated tasks may increase variety, they can feel generic and lack the sociolinguistic situatedness required for authentic classroom discourse. In reading instruction, teachers showed cautious appreciation of AI's ability to simplify texts and support comprehension, acknowledging AI as a mediating tool that scaffolds learners' comprehension within their Zone of Proximal Development. In writing instruction, teachers recognized AI's potential to support writing tasks and provide feedback; however, concerns regarding learners' overreliance on AI-generated content continue to raise questions about originality and independent writing (Barrot, 2023; Imran & Almusharraf, 2023; Mhlana, 2023).

Table 3

Challenges of AI as perceived by Language Teachers in teaching the macro skills

Challenges of Teachers	Frequency	Percent	Valid Percent	Cumulative Percent	Mode
1	5	33.3	33.3	33.3	1
2	2	13.3	13.3	46.7	
3	3	20.0	20.0	66.7	
4	4	26.7	26.7	93.3	
5	1	6.7	6.7	100.0	
Total	15	100.0			

Artificial intelligence has brought new opportunities but also challenges for teaching speaking, reading, and writing. The descriptive results for teachers' perceived challenges show that the mode value is 1, indicating that "Strongly Disagree" was the most frequent response. However, the detailed frequency distribution shows some variation in responses: 33.3% of responses rated 1 (Strongly Disagree), 26.7% rated 4 (Agree), 20.0% rated 3 (Neutral), 13.3% rated 2 (Disagree), and 6.7% rated 5 (Strongly Agree). These results indicate that although many teachers did not personally experience severe challenges with AI integration, a notable proportion still expressed agreement with certain challenge items, particularly those related to reliability, alignment with teaching goals, and ethical or technical concerns.

These findings reflect global opinions reported in AI literature, where teachers see AI as useful but worry about accuracy, control, and fit with teaching. Campillo-Ferrer et al. (2025) reported that although GenAI was generally perceived as beneficial for learning, participants also expressed concerns about its limitations and the potential for misuse. Similarly, Mhlana (2023) noted that concerns regarding the reliability, ethical implications, and potential biases of ChatGPT may contribute to educators' cautious adoption of AI technologies. Taken together, the 15 items show that teachers' concerns focus on accuracy, authenticity, ethical considerations, technological reliability, and students becoming too dependent on AI. Although many teachers did not report experiencing major challenges, their concerns regarding reliability, ethics, and responsible implementation are consistent with broader literature highlighting the need for thoughtful and guided integration of AI into educational practice (Campillo-Ferrer et al., 2025; Mhlana, 2023).

These findings can be further interpreted through Gibson's (1979) Affordance Theory; the challenges teachers perceive reflect instances where AI's affordances are constrained by contextual factors such as digital literacy, institutional conditions, and concerns regarding the appropriateness of AI-generated outputs for classroom instruction.



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

Drawing on Vygotsky's (1978) Sociocultural Theory, this study conceptualizes AI as a mediating tool that may function as a "more knowledgeable other" that can scaffold communicative competence when learners engage with it purposefully under appropriate instructional guidance, rather than as a replacement for authentic human interaction.

Table 4

Affordances of AI as perceived by Language Learners in learning the macro skills

Affordances of Learners	Frequency	Percent	Valid Percent	Cumulative Percent	Mode
1	6	13.3	13.3	13.3	3
2	6	13.3	13.3	26.7	
3	19	42.2	42.2	68.9	
4	12	26.7	26.7	95.6	
5	2	4.4	4.4	100.0	
Total	45	100.0			

Artificial intelligence has become increasingly important in supporting English language learning by personalizing learning, giving fast feedback, and supporting independent practice. In this study, the results showed that the mode for learners' perceived affordances is 3 (Neutral), indicating that the majority of students held generally positive but cautious views regarding AI's usefulness across speaking, reading, and writing. The frequency distribution showed that 42.2% responded Neutral, followed by 26.7% Agree, 13.3% Strongly Disagree, and 4.4% Strongly Agree. These results emphasized that learners see AI's potential but still have reservations, likely due to concerns about accuracy, tool limitations, or unfamiliarity with AI-based platforms. Daher and Hussein (2024) found that higher education students perceived GenAI as improving learning efficiency, while their perceptions varied according to their familiarity and experience with AI tools. Campillo-Ferrer et al. (2025) found that although students generally viewed GeAI as useful for supporting learning and increasing engagement, they also expressed concerns regarding its accuracy and appropriate use. Mhlanga (2023) further explains that AI's benefits are clearest when used to support, and not replace, human-guided learning.

Through the lens of Gibson's (1979) Affordance Theory, these findings suggest that AI affords language learning possibilities differentially. Learners with stronger digital literacy and prior AI exposure are better positioned to capitalize on AI's communicative affordances, while those with limited familiarity may perceive fewer actionable opportunities. From Vygotsky's (1978) Sociocultural Theory, AI may function as a mediating tool that assumes some characteristics of a "more knowledgeable other" when used under appropriate instructional guidance.

For speaking development, many students acknowledged that AI chatbots and virtual assistants help them practice speaking, suggesting that AI gives them more chances to practice outside of class. Learners also showed moderate agreement that AI improves their pronunciation and fluency, though neutral responses indicate that learners may still have reservations regarding the accuracy and naturalness of AI speech feedback. For reading development, learner responses showed some agreement on AI's benefits. Students noted that AI tools help them understand texts through summaries or explanations, and that AI applications support vocabulary development. Regarding writing development, most students agreed that AI tools like Grammarly improve their writing accuracy. They also acknowledged that AI helps organize ideas clearly and that AI feedback enhances the overall quality of their writing.

Table 5

Challenges of AI as perceived by Language Learners in learning the macro skills

Challenges of Learners	Frequency	Percent	Valid Percent	Cumulative Percent	Mode
1	5	11.1	11.1	11.1	3
2	11	24.4	24.4	35.6	
3	19	42.2	42.2	77.8	



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

4	8	17.8	17.8	95.6
5	2	4.4	4.4	100.0
Total	45	100.0		

Even with AI's benefits, many students face difficulties when using AI tools for language learning. These challenges usually involve feedback accuracy, explanation quality, and worries about originality or cheating. The survey results showed that 42.2% selected Neutral, followed by 24.4% Disagree, 17.8% Agree, 11.1% Strongly Disagree, and 4.4% Strongly Agree. This indicates that while students acknowledge certain limitations when using AI in speaking, reading, and writing tasks, they do not see AI as a major hindrance to learning. Daher and Hussein (2024) found that although students generally perceived GenAI as enhancing learning efficiency, their perceptions varied depending on their familiarity with AI and their evaluation of its educational usefulness. Likewise, Campillo-Ferrer et al. (2025) found that although students viewed GenAI positively overall, they also expressed concerns regarding its reliability and appropriate use in learning. Mhlanga (2023) emphasized that the challenges associated with ChatGPT stem primarily from technological limitations, ethical concerns, and the need for responsible implementation in educational settings.

From a discourse analysis perspective, these challenges also signal broader implications for language authenticity and communication ethics. When learners rely on AI-generated text without critically evaluating it, they risk reproducing language that may reduce opportunities for learners to develop an authentic voice and critically engage with culturally and contextually appropriate language use—qualities that are fundamental to genuine communicative competence. This has implications not only for language pedagogy but also for how AI-mediated language production shapes learners' understanding of language authenticity and communication ethics.

In speaking challenges, most students showed neutral or slight agreement with the idea that AI-generated responses may appear less natural than authentic human interaction, suggesting that although AI chat interfaces are improving, they still fall short of authentic human conversation. Students had mixed opinions about AI pronunciation feedback, suggesting that some learners experienced limitations in how AI responded to their spoken input. In reading challenges, learners showed moderate agreement, noting that AI reading materials do not always fit their level or needs, and that they sometimes feel overwhelmed when AI provides too much information. Regarding writing challenges, students were aware of several AI-related issues: several learners stated they sometimes rely on AI text without fully understanding it, and many expressed uncertainties regarding whether AI-assisted writing constitutes plagiarism.

Table 6

Affordances and Challenges of AI in Education: A Comparative Study of Teachers' and Learners' Perceptions Using Mann-Whitney U

Variable	Group	N	Mean	SD	Mean Rank	Sum Rank	U	p
Affordances of Teachers & Learners	Learners	45	2.956	1.065	30.59	1376.5	341.5	0.950
	Teachers	15	2.933	1.335	30.23	453.5		
Challenges of Teachers & Learners	Learners	45	2.800	1.014	31.11	1400.0	365.0	0.632
	Teachers	15	2.600	1.404	28.67	430.0		

Comparing what teachers and students think about AI helps us see how both groups use and perceive technology's function in the English language classroom. This matters because using AI in a well-informed manner depends on matching teaching methods with the needs of students. The comparative analysis using the Mann-Whitney



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

U Test examined whether teachers and students significantly differ in their perceptions of the educational affordances and challenges of AI in language classroom.

For the affordances variable, the findings revealed a U value of 341.5 with a p-value of .950, indicating that there is no significant difference between the perceptions of teachers and learners. This suggests that even though teachers and students have different roles, both see AI as helpful in supporting the development of language. Students favor AI for quick feedback, adaptive learning, and practicing on their own, while teachers favor it for automating tasks, tracking progress, and adding variety to lessons. The absence of significant difference suggests that both teachers and learners recognize AI's potential to support English language learning despite their different instructional roles.

For challenges, the results also showed no significant difference, with a U value of 365.0 and a p-value of .632. While learners rated challenges slightly higher, the difference was not statistically significant. This small difference may be due to the fact that students experience more direct frustrations with AI tools, such as misunderstandings of inputs, robotic responses, or a limited understanding of context, while teachers' concerns may revolve more around reliability, accuracy, alignment with teaching tools. The lack of significant differences between teachers and learners across both affordances and challenges points to an important implication: AI tools affect teachers and students in similar ways, regardless of whether they are teaching or learning. This shared perception suggests that successful AI integration requires not just teacher readiness or learner willingness, but a holistic institutional approach that supports training, digital literacy, and ethical awareness for both groups.

The lack of significant difference between teachers' and learners' perceptions suggests a shared understanding of both the opportunities and limitations associated with AI in language learning. From a sociocultural perspective, this shared perception indicates that both groups recognize AI as a useful instructional tool while remaining cautious about its ability to fully support authentic communicative interaction. Although AI can facilitate structured language practice, meaningful communication also depends on opportunities for negotiation of meaning, contextual language use, and interaction with other speakers. These findings therefore underscore the importance of institutional support, digital literacy development, and pedagogically guided AI integration to maximize the technology's educational value.

Conclusions

Based on the findings of the study, both English language teachers and learners demonstrated growing awareness of the role of Artificial Intelligence (AI) in English language education and communication-oriented learning environments. Although AI integration in actual classroom practice remains limited, respondents generally perceived AI as a useful pedagogical support tool capable of enhancing speaking, reading, and writing instruction through personalized learning opportunities, real-time feedback, and increased learner engagement.

The findings further revealed that the perceived educational affordances of AI outweighed its perceived challenges. While concerns regarding accessibility, accuracy, ethical use, and overreliance on AI were identified, these challenges were not viewed as major barriers to AI integration in language classrooms. The absence of statistically significant differences between teachers' and learners' perceptions suggests that both groups share relatively similar experiences and levels of openness toward AI-assisted language learning.

The study contributes to English language education and communication research by highlighting the emerging role of AI in supporting communication competence, language interaction, and digital literacy development in English classrooms. The findings also emphasize the importance of balancing AI-supported learning with human interaction to preserve authentic communication, learner engagement, and pedagogical effectiveness.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. Schools and universities may provide professional development programs and training workshops on the ethical and pedagogically appropriate integration of AI in English language teaching and communication-based instruction.
2. English language teachers may selectively incorporate AI-assisted tools such as grammar checkers, pronunciation applications, and automated writing support systems to supplement classroom instruction while maintaining meaningful teacher-student interaction.
3. Students may be encouraged to develop AI literacy and responsible digital communication practices to ensure ethical and academically accountable use of AI-assisted language learning tools.
4. Educational leaders and policy makers may establish institutional guidelines addressing data privacy, accessibility, fairness, and responsible AI integration in language classrooms and communication-focused learning environments.



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

5. Future researchers may conduct studies involving larger and more diverse populations and may utilize mixed-methods or qualitative research designs to gain deeper insights into AI-assisted communication, language learning experiences, and classroom discourse practices.
6. Comparative studies across different educational contexts, regions, or language disciplines may further contribute to the growing body of research on Artificial Intelligence in English language education and communication studies.

REFERENCES

- Ayedoun, E., Hayashi, Y., & Seta, K. (2015). A conversational agent to encourage willingness to communicate in the context of English as a foreign language. *Procedia Computer Science*, 60, 1433–1442. <https://doi.org/10.1016/j.procs.2015.08.219>
- Baranwal, D. (2022). A systematic review of exploring the potential of teachable agents in English learning. *Pedagogical Research*, 7(1), em0117. <https://doi.org/10.29333/pr/11553>
- Barrot, J. S. (2023). Using ChatGPT for second language writing: Pitfalls and potentials. *Assessing Writing*, 57, Article 100745. <https://doi.org/10.1016/j.asw.2023.100745>
- Campillo-Ferrer, J. M., López-García, A., & Miralles-Sánchez, P. (2025). Student perceptions of the use of Gen-AI in a higher education program in Spain. *Digital*, 5(3), Article 29. <https://doi.org/10.3390/digital5030029>
- Cao, L. (2023). Trans-AI/DS: Transformative, transdisciplinary and translational artificial intelligence and data science. *International Journal of Data Science and Analytics*, 15(2), 119–132. <https://doi.org/10.1007/s41060-023-00383-y>
- Crompton, H., & Burke, D. (2023). Artificial intelligence in higher education: The state of the field. *International Journal of Educational Technology in Higher Education*, 20(1). <https://doi.org/10.1186/s41239-023-00392-8>
- Crompton, H., Edmett, A., Ichaporia, N., & Burke, D. (2024). AI and English language teaching: Affordances and challenges. *British Journal of Educational Technology*, 55(6), 2503–2529. <https://doi.org/10.1111/bjet.13460>
- Daher, W., & Hussein, A. (2024). Higher education students' perceptions of GenAI tools for learning. *Information*, 15(7), 416. <https://doi.org/10.3390/info15070416>
- Dalgarno, B., & Lee, M. J. W. (2009). What are the learning affordances of 3-D virtual environments? *British Journal of Educational Technology*, 41(1), 10–32. <https://doi.org/10.1111/j.1467-8535.2009.01038.x>
- Department of Education. (2025, February 20). *DepEd launches AI center for education*. <https://www.deped.gov.ph/2025/02/20/deped-launches-ai-center-for-education/>
- Gibson, J. J. (1979). *The ecological approach to visual perception*. Houghton Mifflin.
- Hernando-Malipot, M. (2025, February 20). DepEd launches AI Center to advance technology-driven education reforms. *Manila Bulletin*. <https://mb.com.ph/2025/02/20/dep-ed-launches-ai-center>
- Hong, W. C. H. (2023). The impact of ChatGPT on foreign language teaching and learning: Opportunities in education and research. *Journal of Educational Technology and Innovation*, 5(1). <https://doi.org/10.61414/jeti.v5i1.103>
- Huang, F., & Zou, B. (2024). English speaking with artificial intelligence (AI): *The roles of enjoyment, willingness to communicate with AI, and innovativeness*. *Computers in Human Behavior*, 159, 108355. <https://doi.org/10.1016/j.chb.2024.108355>
- Imran, M., & Almusharraf, N. (2023). Analyzing the role of ChatGPT as a writing assistant at higher education level: A systematic review of the literature. *Contemporary Educational Technology*, 15(4), ep464. <https://doi.org/10.30935/cedtech/13605>
- Lin, C., Lin, T., & Tang, C. (2025). Enhancing English reading comprehension, learning motivation and attitude through AI-supported pre-reading scaffolding. *Journal of Computer Assisted Learning*, 41(6). <https://doi.org/10.1111/jcal.70150>
- Liu, C., Chen, W., Lo, F., Chang, C., & Lin, H. (2024). Teachable Q&A agent: The effect of chatbot training by students on reading interest and engagement. *Journal of Educational Computing Research*, 62(4), 902–934. <https://doi.org/10.1177/07356331241236467>
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). Academic Press.



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

- Marcelo, E. (2024, October 26). *DepEd studying policy on use of AI in schools*. Philstar.com. <https://www.philstar.com/headlines/2024/10/26/2395424/dep-ed-studying-policy-use-ai-schools>
- Mhlanga, D. (2023). OpenAI in education: The responsible and ethical use of ChatGPT towards lifelong learning. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4354422>
- Michel-Villarreal, R., Vilalta-Perdomo, E., Salinas-Navarro, D. E., Thierry-Aguilera, R., & Gerardou, F. S. (2023). Challenges and opportunities of generative AI for higher education as explained by ChatGPT. *Education Sciences*, 13(9), 856. <https://doi.org/10.3390/educsci13090856>
- Okonkwo, C. W., & Ade-Ibijola, A. (2021). Chatbots applications in education: A systematic review. *Computers and Education Artificial Intelligence*, 2, 100033. <https://doi.org/10.1016/j.caeai.2021.100033>
- Ouyang, F., & Jiao, P. (2021). Artificial intelligence in education: The three paradigms. *Computers and Education Artificial Intelligence*, 2, 100020. <https://doi.org/10.1016/j.caeai.2021.100020>
- Popenici, S. D., & Kerr, S. (2017). Exploring the impact of artificial intelligence on teaching and learning in higher education. *Research and Practice in Technology Enhanced Learning*, 12(1), 22. <https://doi.org/10.1186/s41039-017-0062-8>
- Riasati, M. J., Allahyar, N., & Tan, K. E. (2012). Technology in language education: Benefits and barriers. *Journal of Education and Practice*, 3(5), 25–30. <https://www.iiste.org/Journals/index.php/JEP/article/view/1495>
- Siedlecki, S. L. (2019). Understanding descriptive research designs and methods. *Clinical Nurse Specialist*, 34(1), 8–12. <https://doi.org/10.1097/nur.0000000000000493>
- Song, C., & Song, Y. (2023). Enhancing academic writing skills and motivation: Assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students. *Frontiers in Psychology*, 14, Article 1260843. <https://doi.org/10.3389/fpsyg.2023.1260843>
- Tram, N. H. M., Nguyen, T. T., & Tran, C. D. (2024). ChatGPT as a tool for self-learning English among EFL learners: A multi-methods study. *System*, 127, 103528. <https://doi.org/10.1016/j.system.2024.103528>
- Ulla, M. B., Advincula, M. J. C., Mombay, C. D. S., Mercullo, H. M. A., Nacionales, J. P., & Entino-Señorita, A. D. (2024). How can GenAI foster an inclusive language classroom? A critical language pedagogy perspective from Philippine university teachers. *Computers and Education Artificial Intelligence*, 7, 100314. <https://doi.org/10.1016/j.caeai.2024.100314>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wan, Y., & Moorhouse, B. L. (2024). Using Call Annie as a generative artificial intelligence speaking partner for language learners. *RELC Journal*, 56(2), 489–498. <https://doi.org/10.1177/00336882231224813>
- Wang, C., Wang, C., Zou, B., Du, Y., & Wang, Z. (2024). The impact of different conversational generative AI chatbots on EFL learners: An analysis of willingness to communicate, foreign language speaking anxiety, and self-perceived communicative competence. *System*, 127, 103533. <https://doi.org/10.1016/j.system.2024.103533>
- Wang, X., Liu, Q., Pang, H., Tan, S. C., Lei, J., Wallace, M. P., & Li, L. (2022). What matters in AI-supported learning: A study of human-AI interactions in language learning using cluster analysis and epistemic network analysis. *Computers & Education*, 194, 104703. <https://doi.org/10.1016/j.compedu.2022.104703>
- Wang, X., Pang, H., Wallace, M. P., Wang, Q., & Chen, W. (2022). Learners' perceived AI presences in AI-supported language learning: A study of AI as a humanized agent from community of inquiry. *Computer Assisted Language Learning*, 37(4), 814–840. <https://doi.org/10.1080/09588221.2022.2056203>
- Yan, D. (2023). Impact of ChatGPT on learners in an L2 writing practicum: an exploratory investigation. *Education and Information Technologies*, 28(11), 13943–13967. <https://doi.org/10.1007/s10639-023-11742-4>
- Yang, H., & Kyun, S. (2022). The current research trend of artificial intelligence in language learning: A systematic empirical literature review from an activity theory perspective. *Australasian Journal of Educational Technology*, 38(5), 180–210. <https://doi.org/10.14742/ajet.7492>
- Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education – where are the educators? *International Journal of Educational Technology in Higher Education*, 16(1). <https://doi.org/10.1186/s41239-019-0171-0>



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

Zulkepli, N., & Hussin, S. (2021). Facilitating L2 willingness to communicate: a review of past studies. *Journal of Language and Linguistic Studies*, 17, 160–172.
<https://www.jlls.org/index.php/jlls/article/view/2006>